

UNIVERSITY OF ALBERTA LIBRARY



0 0000 5261 037

# CANADA CLOSE-UP



FC

57

N27

1975

CURR

## coast to coast



Ex LIBRIS  
UNIVERSITATIS  
ALBERTIANÆ



# CANADA CLOSE-UP

## CANADA CLOSE-UP ITEMS

Three Student's Booklets:

Coast to Coast, ISBN 0-07-077594-X

Je suis canadien, ISBN 0-07-077595-8

People of the Plains, ISBN 0-07-077596-6

Audio-Visual Kit, ISBN 0-07-077597-4

Teacher's Resource Book, ISBN 0-07-077598-2

# coast to coast

# SOCIAL AND ENVIRONMENTAL STUDIES PROGRAM



A Canadian Elementary 1-6  
Social Studies Program

The World of Me  
Beaver Hill: The Brambles  
Beaver Hill: Spookane Estate  
Beaver Hill: Travels with Mr. Tremors

Canada Close-Up: Coast to Coast  
Canada Close-Up: Je suis canadien  
Canada Close-Up: People of the Plains

The World of People: The Global Village  
The World of People: The Eastern Hemisphere  
The World of People: The Western Hemisphere

## GENERAL EDITOR

Benjamin Vass  
Coordinator of Geography  
Board of Education for the Borough of North York  
Ontario

## CONSULTANTS

**Donna Hopper Nathanson**  
Victoria Village Public School  
Toronto, Ontario

**Carole Riddolls**  
Formerly Primary Consultant  
Board of Education for  
The Borough of North York, Ontario

**Frances McLeod**  
Formerly Primary Consultant  
Ontario County Board of Education  
Oshawa, Ontario

**Hazel Fletcher**  
Master, Methods and Social Studies  
Toronto Teachers' College  
Toronto, Ontario

**Diva Frosell Anderson**  
Rockford Public School  
Toronto, Ontario

**Liisa North**  
Assistant Professor  
Department of Political Science  
York University, Ontario

**Juan Maiguashca**  
Associate Professor  
Department of History  
York University, Ontario

## SERIES EDITOR

Susan Kiil



# CANADA CLOSE-UP

## Authors

Donna Hopper Nathanson  
Victoria Village Public School  
Toronto, Ontario

Peter Nowell  
Glen Park Public School  
Toronto, Ontario

Penny Campbell  
Cliffwood Public School  
Toronto, Ontario

## Artists

*Detectives at Work:* Carol A. Wilson  
*What Is a City?:* J. Merle Smith  
*Living with Nature:* Pirjo Selistemagi

# coast to coast

## METRIC EDITION

McGRAW-HILL RYERSON LIMITED  
Toronto Montreal New York London  
Sydney Johannesburg Mexico Panama  
Düsseldorf Kuala Lumpur New Delhi São Paulo



# PHOTOGRAPH ACKNOWLEDGEMENTS

Detectives at Work, pp. 10-14, p. 19: Susan Kiil, p. 15 top right and left: Toivo Kiil, bottom: Nova Scotia Information Service, centre: Miller Services.

What Is a City? p. 26: McCullagh Studio, Toronto, pp. 30-37: Susan Kiil, pp. 40-1, top left: Tourist Branch, Government of Quebec, bottom left and centre right: Canadian Government Travel Bureau Photos, top right and bottom right: Dept. of Industry and Commerce, Province of Manitoba.

Map, pp. 28 and 29: Metropolitan Toronto Library Board

Living with Nature, pp. 42, 52-3 foot, 60, 61: Provincial Archives, B.C., pp. 44, 45, 49 foot, 64-5: Miller Services, pp. 46, 47, 49 top and centre, 50, 52 top, 53 top, 54, 55 left, 62, 63 foot: Susan Kiil, p. 48: Crown Zellerbach Canada Limited, p. 51: Simon Scott, Vancouver (carving from the collection of Mrs. John Keith-King), p. 55 right: The Vancouver Sun, p. 56, p. 63 top: Greater Vancouver Visitors and Convention Bureau, pp. 57, 66: B.C. Government Photographs, p. 58: Native Sons of British Columbia, Post No. 2.

## CANADA CLOSE-UP: COAST TO COAST

### Social and Environmental Studies Program

Copyright©McGraw-Hill Ryerson Limited, 1975. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of McGraw-Hill Ryerson Limited.

ISBN 0-07-077594-X

3 4 5 6 7 8 9 (SM-75) 4 3 2 1 0 9 8 7

Printed and bound in Canada





# CONTENTS OF STUDENT'S BOOKLETS

## Coast to Coast

Detectives at Work: Halifax, *page 6*

What Is a City?: Toronto, *page 20*

Living with Nature: Vancouver, *page 42*

## Je suis canadien

Gateway to the World: Montreal

Je suis canadien: Quebec City

The Tree Monsters: Corner Brook

## People of the Plains

From Dinosaurs to Derricks: The Prairies

The End-of-the-Earth People: Colville Lake

City on the Grow: Calgary





# DETECTIVES AT WORK

## HALIFAX



How many people can you find in this picture?



Find the nine fish in the sea.

Tasting, touching, hearing, seeing, and smelling are our five main senses. Which sense did you use to find the fish and the people?





# Learning with your Eyes

1. Work with a friend. Make up a play about your eyes. Do not use words in your play. Use your face and your body to tell what is happening. Present your play to the class. Have your classmates tell you what your play is about.
2. Draw a picture of a tree with many branches. Make some branches look like hockey sticks or baseball bats. See if your friends can find the sticks and bats.
3. Now draw another picture. Hide something in it. Tell your friends what you have hidden. See if they can find it.





# Fool Your Friends

Bring something to class that makes an interesting or unusual sound. Hide it from your classmates. When they have closed their eyes, let them listen to your sound. Have your classmates draw a picture of what they think made the sound.

What sense did your classmates use to get the answer?

## Learning with Your Ears

1. What do you think is your more important sense, seeing or hearing? Discuss it with your classmates. Then make a decision. Make a class graph to show your answers.
2. Interview teachers in your school and parents in your community to find out what they think is the more important sense. Ask for a reason for each choice and record each answer. Make a graph to record their choices. Compare the results with the class graph that you and your classmates made.



# Using Nature to Learn

Both people and animals have always used their eyes and ears to help them. Years ago, sailors looked at the position of the stars to help guide them across the oceans. Often animals such as the deer or rabbit are warned of danger when they see birds fly away. Fish in the sea can sense food even when it is far away.

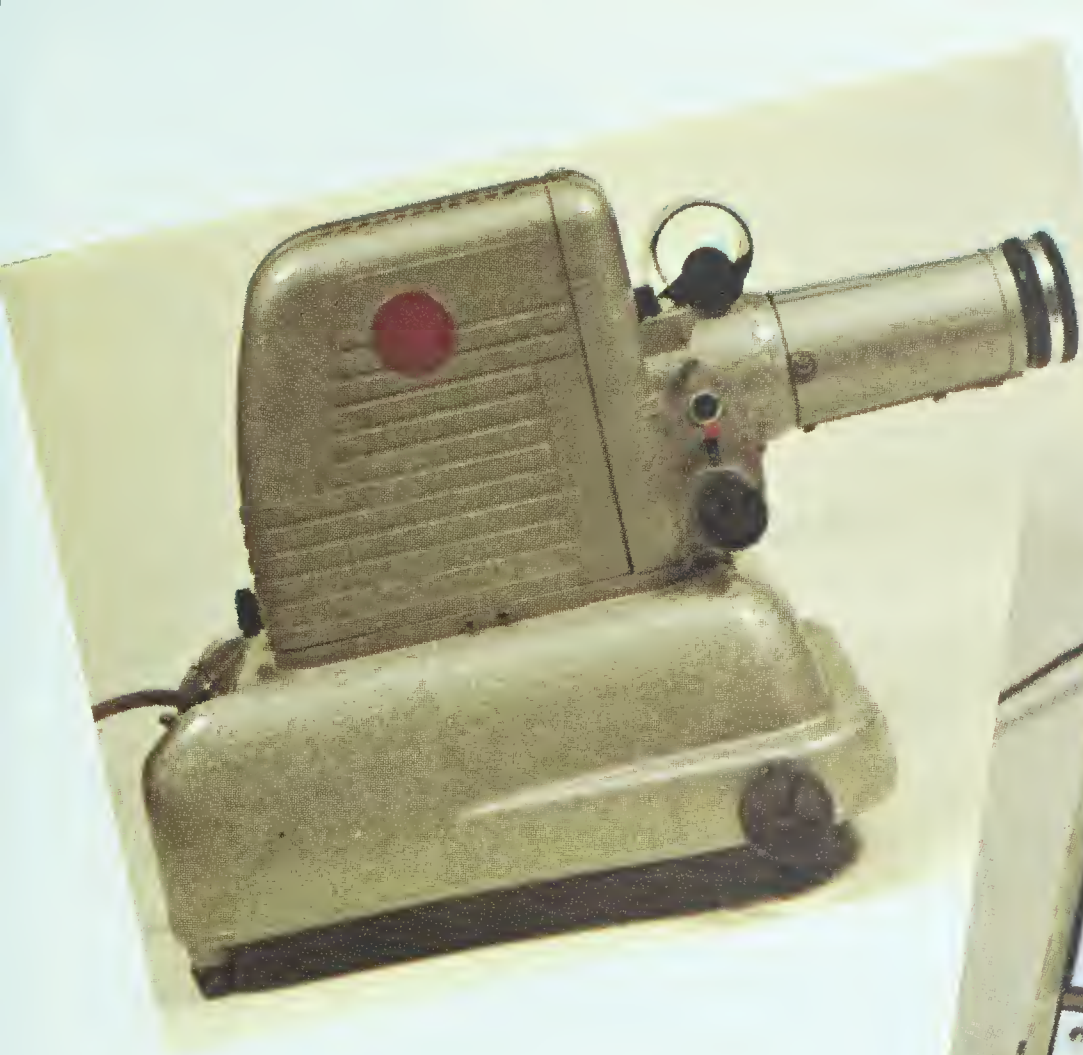
Find out how you can tell the time just by using the position of the sun. In what other ways do you use nature to learn?

# Using Machines to Learn

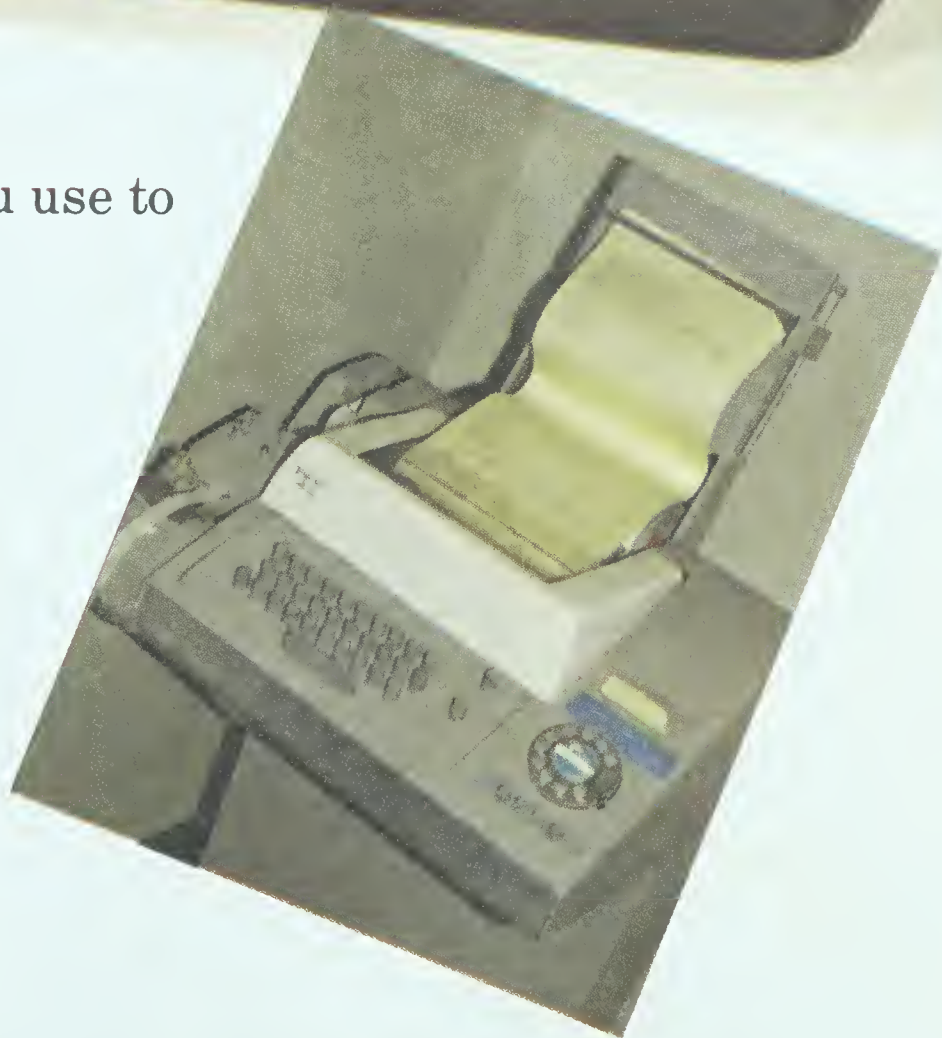
Today people have made many useful things to help them learn. Name each of the machines in the photographs. How do they help you to learn?







1. Draw a picture of the machine you use to
  - a. tell the time,
  - b. prevent you from getting lost in the woods,
  - c. talk to a friend across town,
  - d. tell how hot or cold it is,
  - e. watch cartoons,
  - f. travel to the museum.



2. Cut out pictures from magazines and make a booklet on “Machines That Help Us Learn”. After you have put your pictures in your booklet, tell about things you could learn by using each machine.









# Learning about Halifax

Now you will use your eyes and ears to learn about Halifax, an important city in Canada. Read these words. Each word tells you something about Halifax.

LOBSTER	BLUENOSE	NOVA SCOTIA
CITADEL	FORTRESS	TUNA
HALIFAX	ATLANTIC	SALT
SEAPORT	ENGLISH	MODERN
CAPITAL	DEFENCE	LANDMARK

See how many of these words you can find in this puzzle. Look carefully. Some are written from right to left. Others are written up or down.

A	H	X	N	O	L	W	A	G	X	E	P	A	D	W
L	B	A	O	C	I	T	N	A	L	T	A	K	E	R
O	I	F	Y	C	X	R	W	C	R	L	K	P	F	L
B	C	I	V	H	M	O	D	E	R	N	O	E	E	A
S	A	L	T	B	T	P	Y	Q	I	S	D	N	N	T
T	D	A	L	E	D	A	T	I	C	U	F	G	C	I
E	J	H	U	S	S	E	R	T	R	O	F	L	E	P
R	E	N	O	V	A	S	C	O	T	I	A	I	V	A
F	K	L	P	Z	T	G	S	Q	B	E	N	S	T	C
B	L	U	E	N	O	S	E	F	N	Z	U	H	M	B
G	M	K	R	A	M	D	N	A	L	R	T	P	F	S



# A Quiz for Good Detectives

Halifax is one of the oldest cities in Canada. People began living there more than 225 years ago.

1. Arrange the photographs in an order with the oldest part of Halifax first.
2. Compare the old and the modern buildings. Think about these things:  
  
the size of the building,  
its colour,  
the shape of the roof,  
the main materials used,  
the building's general shape.
3. What other examples can you find of “old and new” in the photographs?



St. Paul's Church





Dalhousie University



The Gondola  
Restaurant



Scotia Square



Halifax  
Harbour



# Detectives at Work

Here are four other ways to help you learn about the history of Halifax.

For these discoveries you will need the record, the filmstrip, the pictures, and the maps that are part of the audio-visual kit for CANADA CLOSE-UP.

## *Discovery 1*

### *Halifax Begins*

Learn how Halifax began.  
Use a piece of paper for each of these topics.

Where Is Halifax

The First People

Building a Fort

Protecting the Land

A City Begins

Now listen carefully to the record that is part of the special kit. Write or draw what you learn about each topic on your five sheets of paper.

## *Discovery 2    The Citadel*

In 1749, Governor Cornwallis chose Halifax as the place to build a fortress. Use the pictures in the kit to take you on a trip of the fortress at Halifax. This fortress is called the Citadel. Answer the questions on the back of each picture. Build a model of the Citadel.





### *Discovery 3 Halifax—Yesterday and Today*

When you travel in Halifax today, you see both old and modern parts in the city. Watch the filmstrip in the kit and learn how Halifax changed over the years.

Answer the questions at the bottom of each frame. Draw pictures to show the old and the new Halifax.

### *Discovery 4*

#### *Halifax Is Growing*

Often colours on maps show changes in a community. Look at the maps in the kit which show how Halifax is growing in size. Answer the questions on the back of the maps.

Look at the map which shows some of the interesting places in Halifax. Answer the questions on the back of the map. Then make a picture to show each of these places. Use your pictures to take your classmates on “A Tour of Halifax”.

Which “discovery” did you like best? Why? Think of a special way to show the class what you have learned from that discovery. You may want to pretend you are a television reporter showing pictures you have taken. Or perhaps you want to make a poster to tell what you learned about Halifax from the record.



# Learning about Your Community

You learned about Halifax in many different ways.

How could you learn about your community?

1. Choose one of these ways to learn about your own community. You may want to draw pictures and maps, interview people, or take a camera on a trip to a special part of your community.
2. Then think of a special way to show the class what you have learned. Use a way that will make your classmates use their eyes and their ears carefully.

Here are some ideas.

- a. Make a filmstrip from the pictures of your community.
- b. Pretend you are a television newsman in your community. Use charts and graphs to tell the facts.
- c. Play a tape of your interview with someone in the community.
- d. Put on a play to tell about parts of your community. Make scenery and costumes.



Presenting a diorama  
of a community.



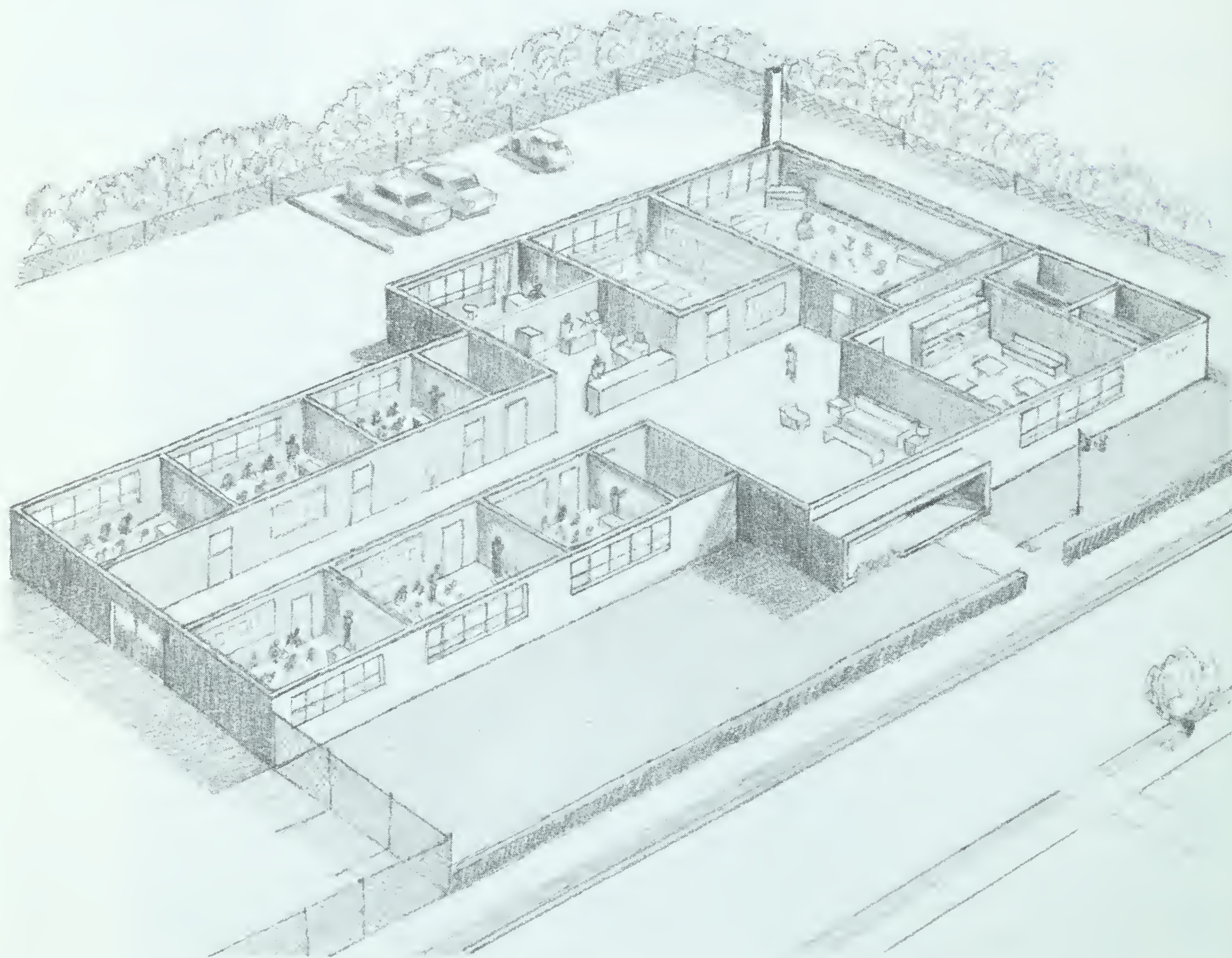
Making a map of  
a community.





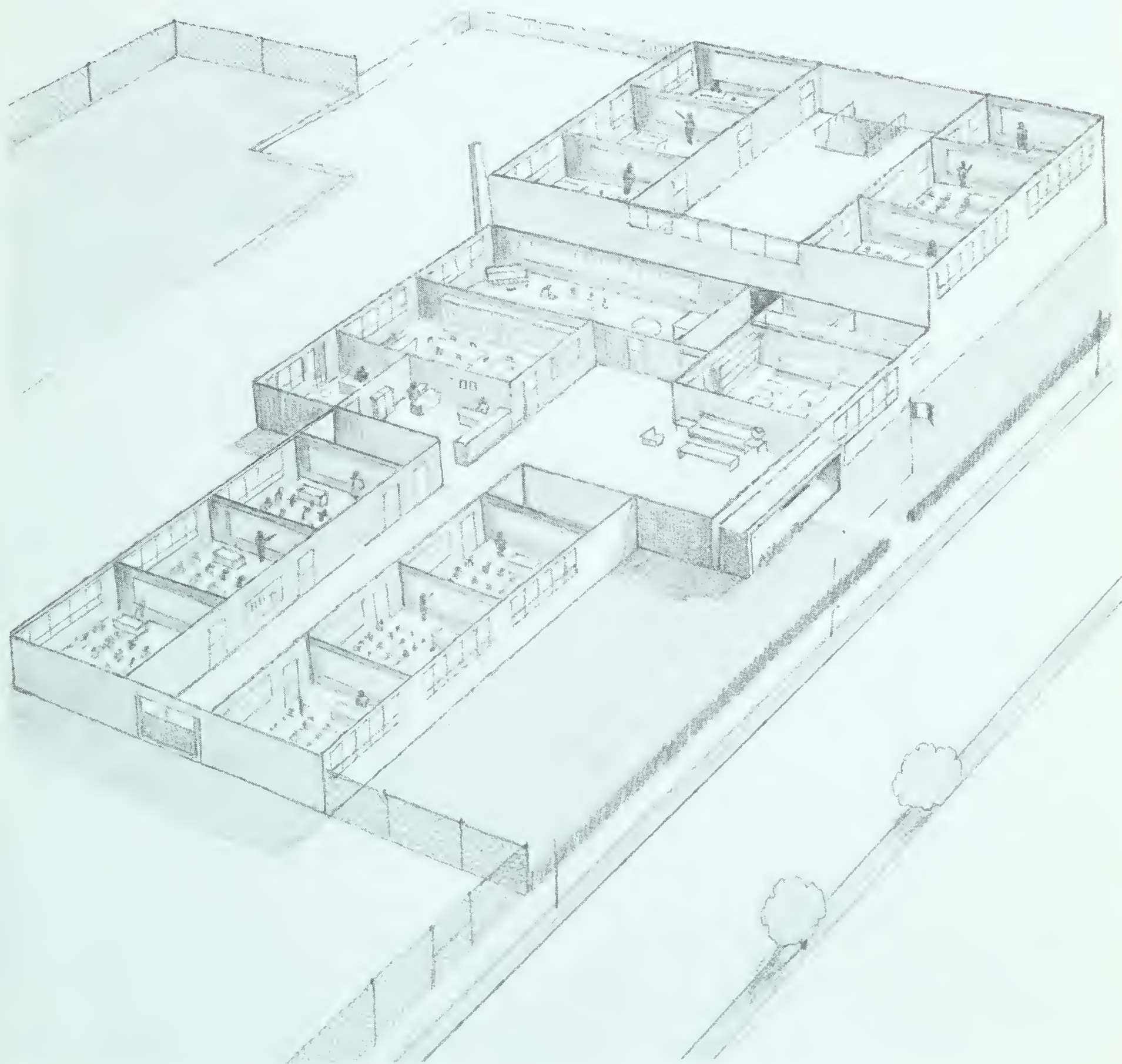
## Cedar Rock Community

Four years ago, Larry and his family moved into a new home in Cedar Rock Community. Larry was happy to move, especially after he found out that he would be attending a school that had just been built. At that time Cedar Rock School was quite small, with six classrooms, a kindergarten, and a library.





Two years later, however, Larry had so many new neighbours that his school had to be made larger. Six new classrooms and a gymnasium were added to the school. This is how it looked then.





Today the school community of Cedar Rock is still growing. The school now has sixteen classrooms. Four of them are portable classrooms.





Cedar Rock School will not have any portable classrooms next year. Because more families are still moving into the community, a new school, Spruceview, is being built eight blocks away. When Spruceview is completed, there will be two school communities. Some of Larry's classmates will still go to Cedar Rock School. Others will attend Spruceview School and be a part of the Spruceview school community.





## Your School Community

1. What are the boundaries of your school community?
2. Draw a map of your school community. Show all the streets inside the school boundaries. Mark on important places.
3. Locate the homes of your classmates on your map.

Who lives closest to the school?

Who lives farthest from the school?

Who comes twice as far as you do?

## Your School

1. How many classrooms are there in your school?  
Who teaches in each classroom?
2. How many children are there in your school?  
How many are there in each class?



# Changes in Your School

1. Find out how old your school is.
2. What changes have taken place since your school was built? Find out about changes in:  
what it looks like,  
the number of teachers, caretakers, nurses,  
the number of classrooms and other rooms,  
the location of school boundaries.
3. Invite your principal to your class to talk about these changes. Ask him what might happen in your school next year.





# Toronto's First Community

Today many people live in Toronto. It is so big that if you walked from one end of Toronto to the other it would take you a whole day.



Toronto was once a small community just like Cedar Rock. Less than two hundred years ago, it was a fort on the shores of Lake Ontario. It was not much bigger than the size of your schoolyard. This small community was called Fort York.







## Investigate Your Community

In your school community find

the oldest house,

the largest building,

the newest house,

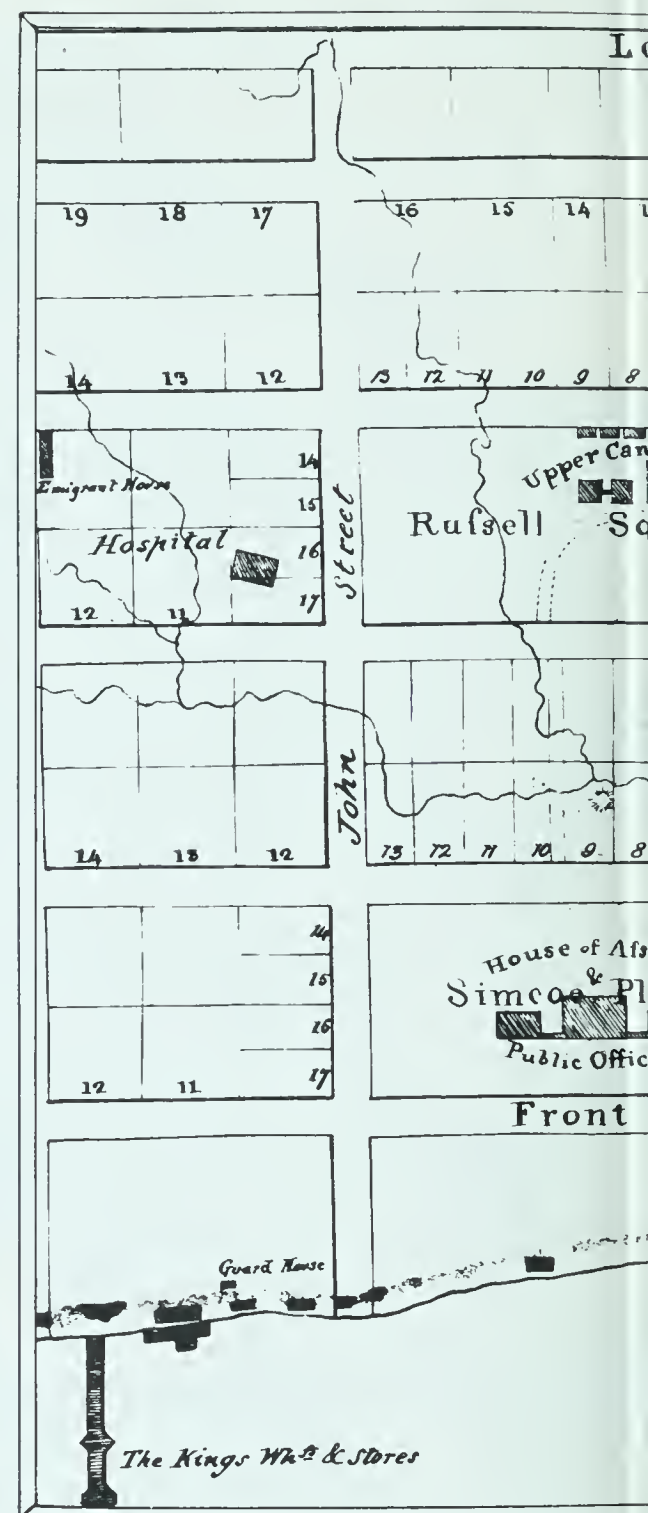
the oldest store,

the person who has lived there the longest.

In your school community there may be places other than schools or homes where people work.

Locate places such as stores, banks, plazas, offices, factories, or playgrounds on your community map.

How do these places and the people who work there help your community? Compare them to the places and people in Fort York.

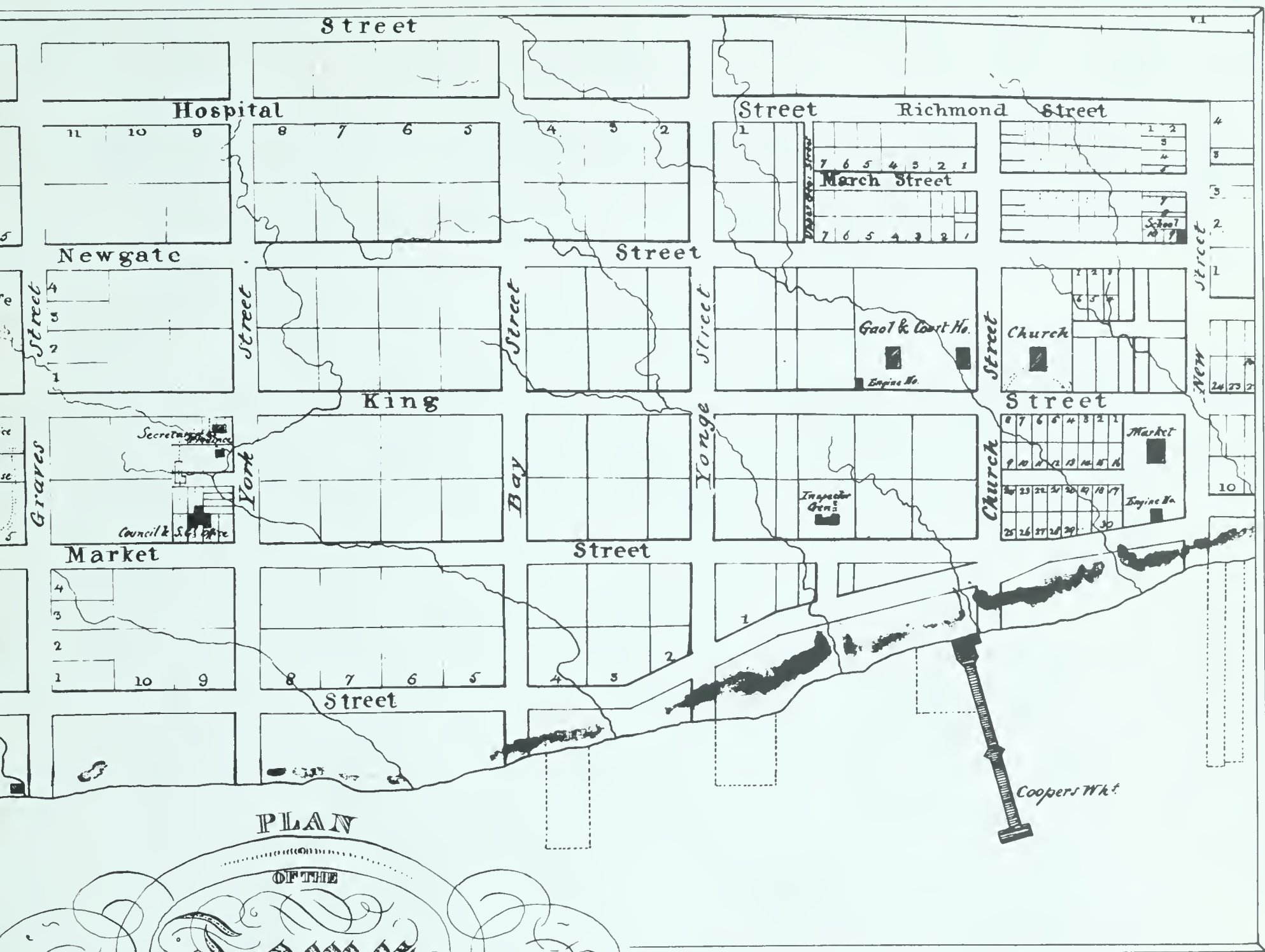


## Toronto's Second Community

One hundred and eighty years ago, the government decided to move its headquarters to a place near Fort York where there was a good harbour for ships. The people who came to live there built their homes on the shore of the harbour.

Friends and relatives came to live near these people. Soon they had started their own community. This community was very different from the one in the fort.





PLAN  
OF THE  
**City**  
OF  
**Y O R K .**

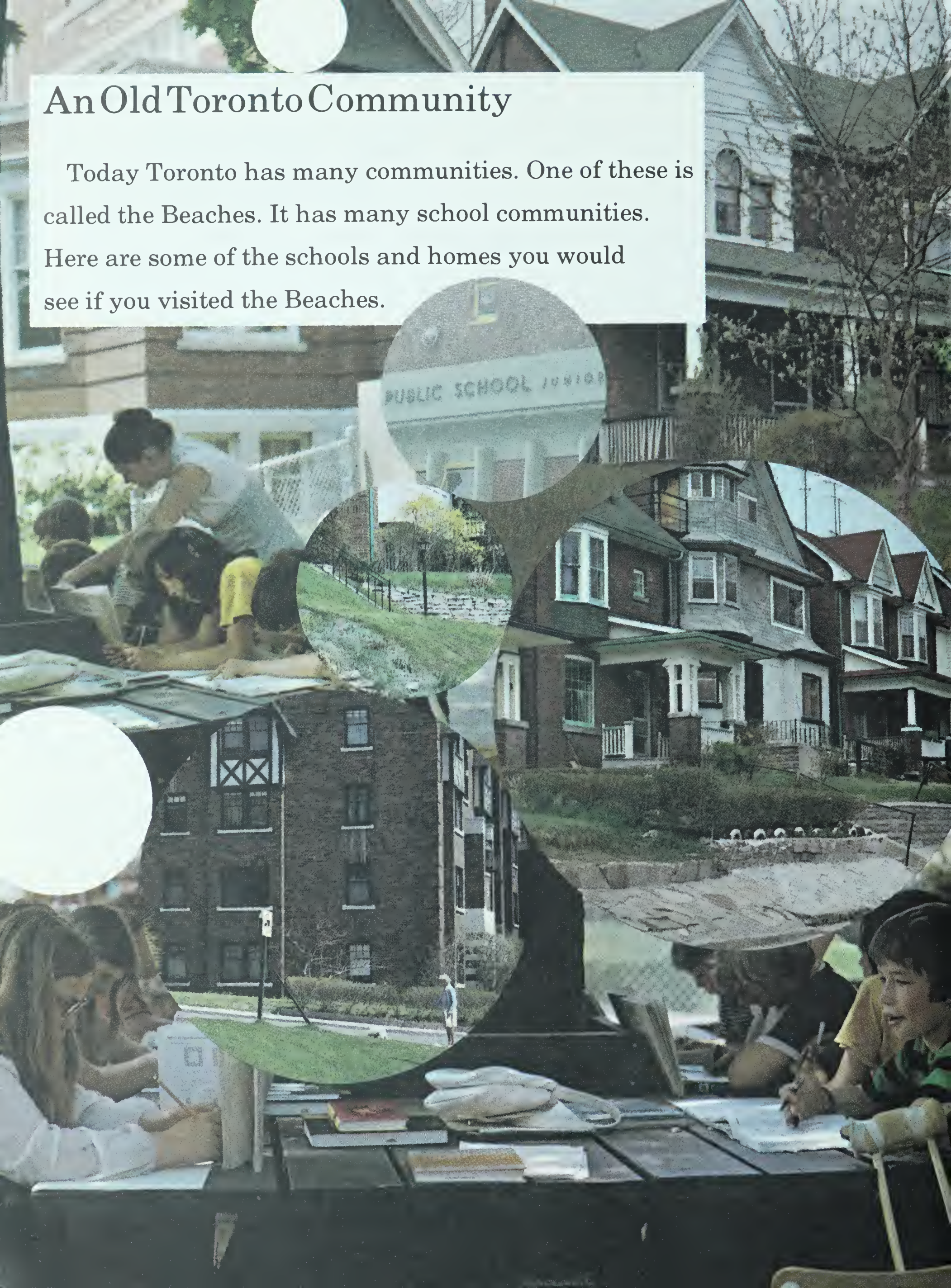
*Corrected.*  
*Scale four Chains to an Inch*  
NY  
J. G. Chewett  
1827

Many of these people worked for the government in small offices or in their homes. Doctors, bankers, and lawyers also came to live in the community. Other people grew fruit and vegetables which they sold in the stores.



# An Old Toronto Community

Today Toronto has many communities. One of these is called the Beaches. It has many school communities. Here are some of the schools and homes you would see if you visited the Beaches.





NEW BEACH PUBLIC SCHOOL JUNIOR



WILLIAMSON ROAD  
PUBLIC SCHOOL JUNIOR

DAY BEACH COURTS

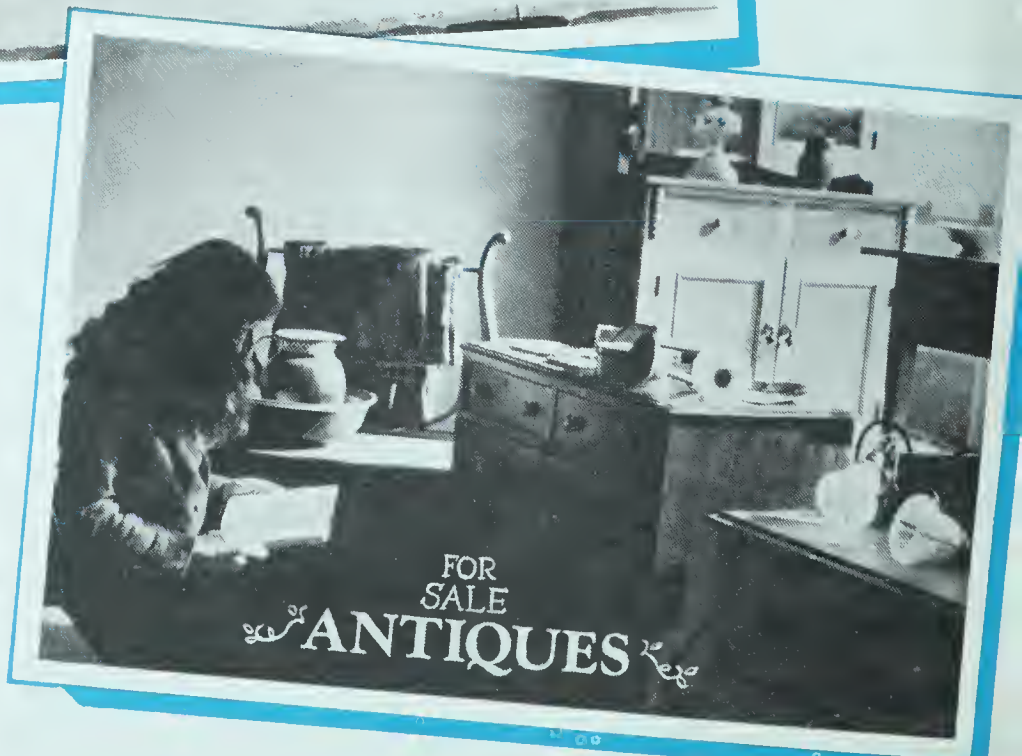


The people who live in the Beaches have almost everything they need close to them.

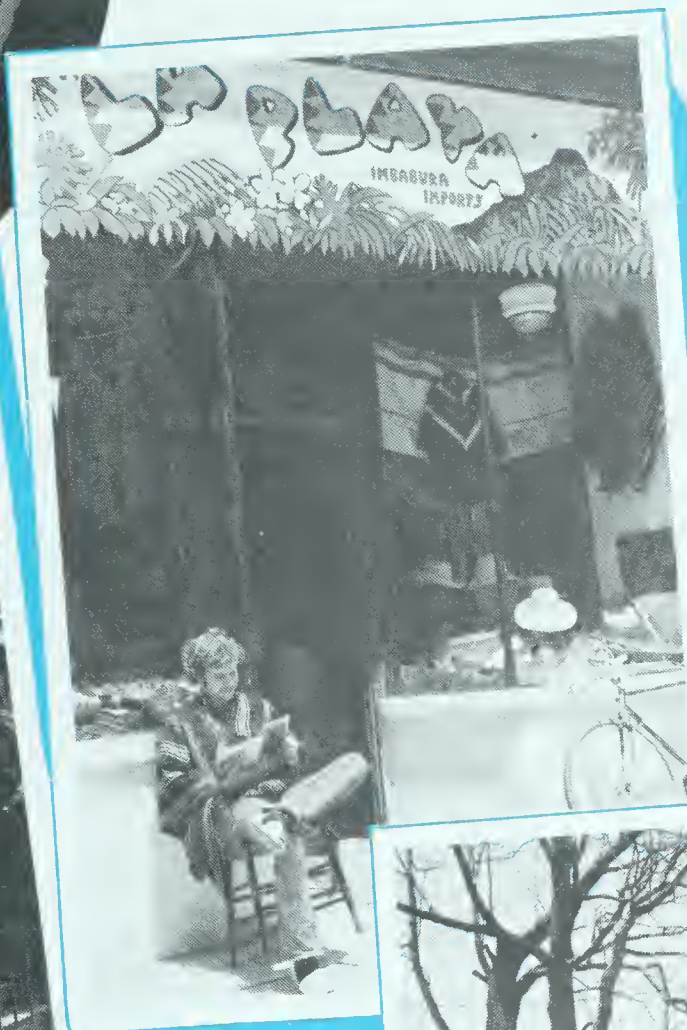
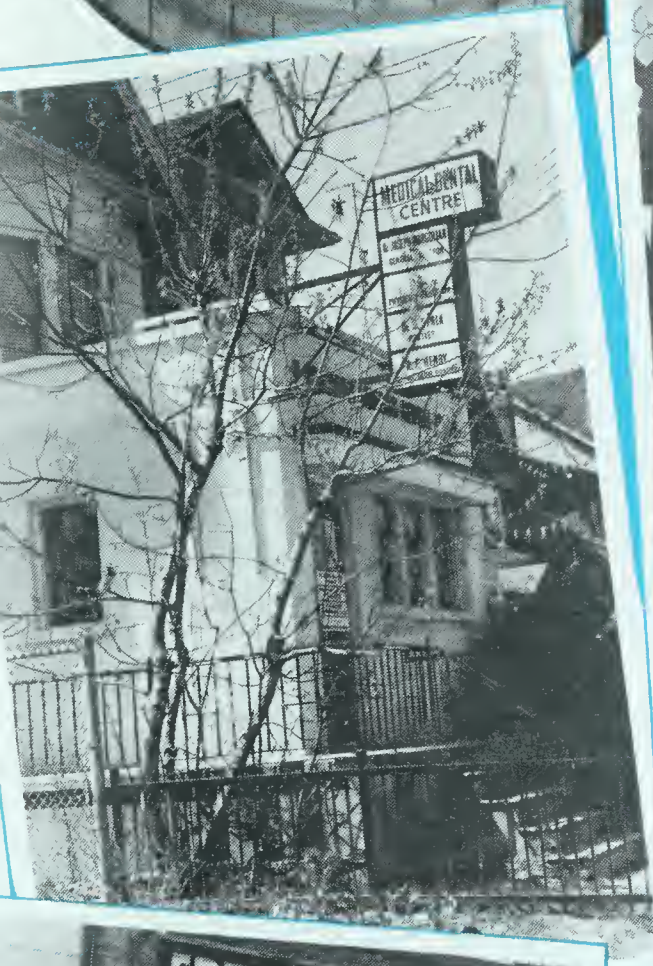
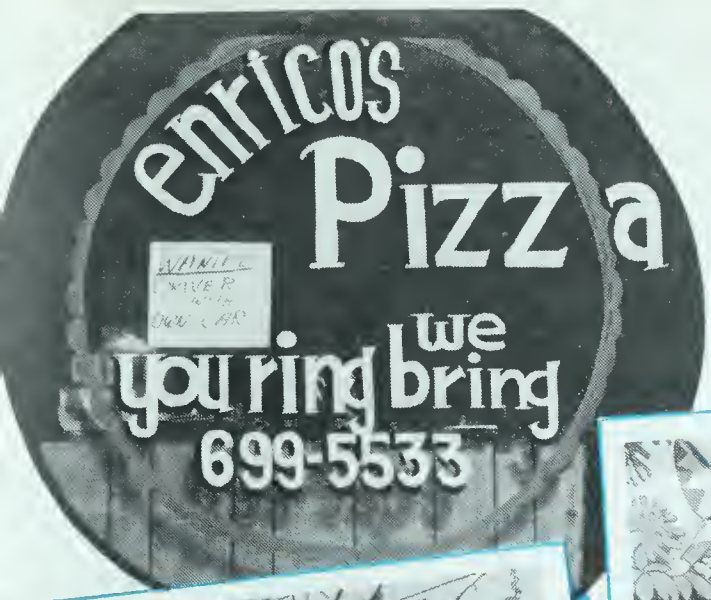
Here are some of the stores and services in the Beaches.

Name each one and tell which are found in your community.

MAKE YOUR  
INTENTION...  
FIRE  
PREVENTION









The Beaches also has beautiful parks, a beach, and a boardwalk along the lakeshore. There people can enjoy themselves. Tell what is happening in each photograph.







## Your Community and the Beaches

Compare your community with the pictures you see of the Beaches. Compare

homes,  
schools,  
other buildings,  
shopping areas,  
places to play.

How do each of these help the people in these two communities?



# Toronto Is Many Communities

The Beaches is only one of many communities in Toronto. When a place has a large group of people living in many communities that are close together, we call it a city. Toronto is a city, one of the largest in Canada.

Every community in Toronto is important to the whole city. Often people come to the Beaches from other communities to walk along the boardwalk or ride along the bicycle path. They also come to sail, swim, or picnic, and to visit friends and relatives.

The people in the Beaches often visit other communities in Toronto, too. Mr. Thomas takes the subway to his job in the downtown community of Toronto every day. Mrs. Thomas drives to work with Mr. Brass. They work in an office in a community in the northeast part of Toronto. When Mrs. Brass wants to shop for clothes, she drives to a large plaza near the community where Mr. Brass works. Mr. and Mrs. Kipper take the streetcar to the sugar refinery, which is on the waterfront. Find these places in the photographs and on the map on the opposite page.



3



2

2



1



4



Other communities in Toronto also have special things to share. This map shows places that people visit in some of Toronto's many communities.









# Your Community and Beyond

1. Is there a place in your community which many people come to visit?

Make a picture story to show why it is such an interesting place.

2. a. Are there other schools close to your own school community? If so, discuss some of the things you like to do with friends from those schools.

- b. Write a story about some of the places that you like to visit in those school communities. In your story tell how you get there and why you like to go there.





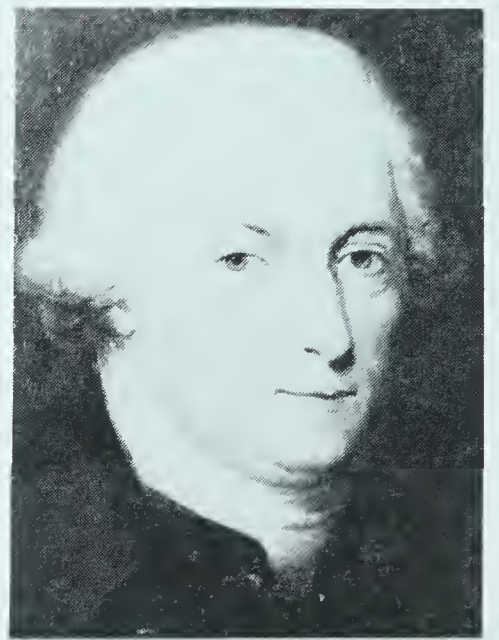


3. a. Draw a large map to show the area outside your own school community. On this map show some of the interesting places you like to visit.
  - b. Visit a place you enjoy outside your community. Draw pictures to show some of the interesting things that happen there. Place them around the map.
4. These photographs show places to visit in communities across Canada. Tell what each place is and why you might like to visit one of them.



# LIVING WITH NATURE VANCOUVER

In 1790, George Vancouver was a Commander in the British Navy. The Navy gave him two ships. He was sent to explore the Pacific Coast of what is now British Columbia. One of the places he explored was Burrard Inlet. Ninety-six years later, a city was built on the shore of Burrard Inlet. It was called Vancouver, after him.



George  
Vancouver

Many cities and towns were named for people. Other places were named for what they looked like or for where they were located. Look at the names of these Canadian towns. How do you think they got their names? Write a story to tell your answer.

100 Mile House, British Columbia  
Moose Jaw, Saskatchewan  
Medicine Hat, Alberta  
Big Woody, Manitoba  
Moonbeam, Ontario  
Trois Rivières, Quebec

Heart's Content, Newfoundland  
Summerside, Prince Edward Island  
Plaster Rock, New Brunswick  
Hazel Hill, Nova Scotia  
Snowdrift, Northwest Territories  
Whitehorse, Yukon



Use this map of Canada to see where these places are.

# CANADA





What names would you give the communities in these two photographs? Why?







Find out how your community got its name.



The city of Vancouver has many natural wonders. The trees, the sea, and the mountains lured early settlers to Vancouver. Today these same natural wonders bring people from all over the world. After you have discovered more about Vancouver, have a contest. Give Vancouver a new name that tells what the city is really like.

## Land of the Trees

When George Vancouver came to the west coast of Canada, he saw huge trees. Some of these trees are still there. Here you can see the large trees in Stanley Park, Vancouver.

Look at the man standing beside the tree. He is 180 cm tall. How tall do you think the tree is? How thick do you think the tree is? Join hands in a circle to show how big around you think this tree is.





Are there trees as big as  
these where you live?  
Make a chart to show the  
size of some of the trees in  
your community.

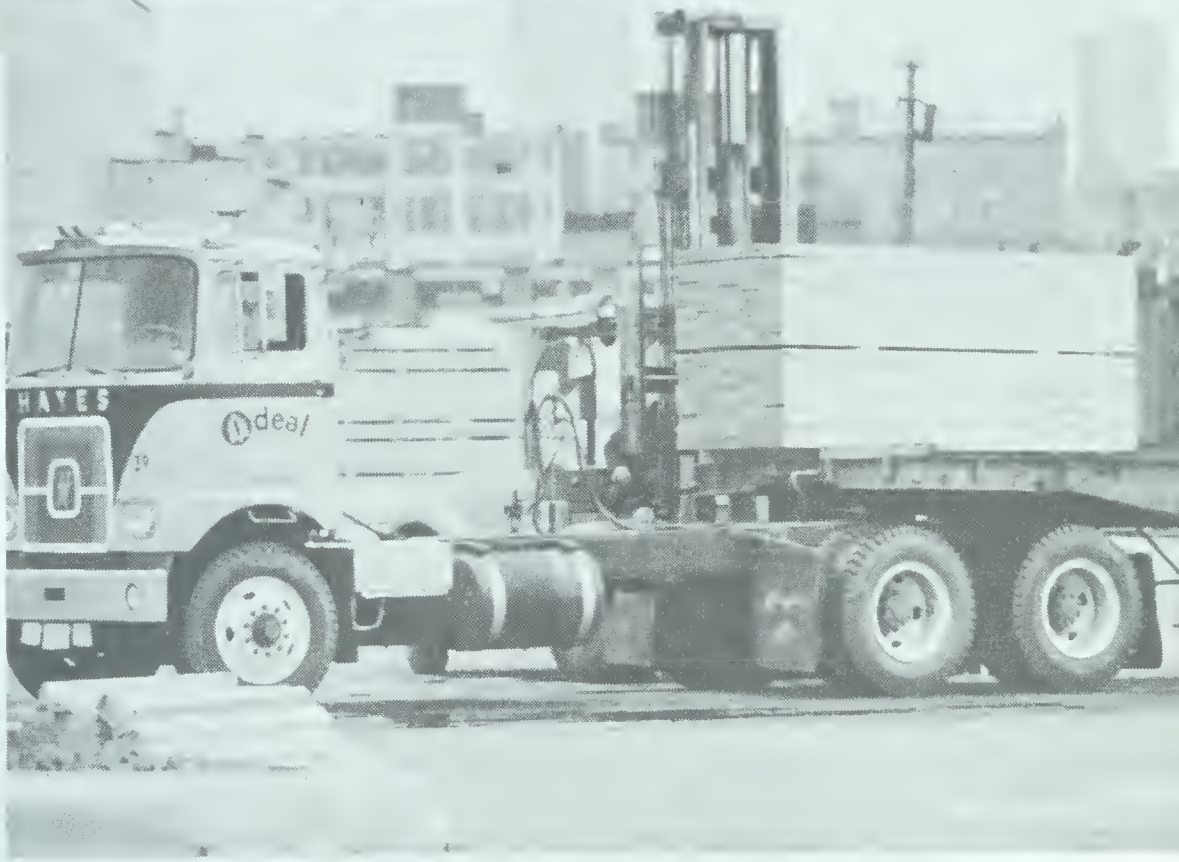




Today in the city of Vancouver you will not see many trees like the ones in Stanley Park. These photographs show what has happened to some of the trees in Vancouver. Tell what you think happened to other trees there.









# Some Trees Tell a Story

The Indians who lived north and west of Vancouver told many stories about their past. They carved stories of their family, beliefs, and legends into the huge trees. People, birds, animals, or imaginary creatures were the main characters. Each figure they carved was part of the story. Some of these totem poles can be seen in Vancouver today.

This totem pole was carved by a Haida Indian, Bill Reid. It can be seen in Totem Park in Vancouver.





This carving tells the story of the creation of the world. The story was told by the Haida Indians of the Queen Charlotte Islands. The Raven, a large, black bird, was the most important character on many of their totem poles. As you read this story, find the main characters on the carving.



Raven was believed to be a servant of Sha-lana who, long ago, before the world was created, ruled his kingdom from the grey clouds. Below his kingdom was only water. One day, Raven made Sha-lana very angry and was sent away from the kingdom of the grey clouds. He flew back and forth over the water trying to find a place to rest. He became angry and began to beat the water with his wings until it reached the clouds. When the water fell back, it was changed into rocks. These rocks were the Queen Charlotte Islands.

Raven rested on the rocks. As the years passed, the rocks turned to sand and trees began to grow. But Raven grew lonely in his kingdom. One day he made two piles of clam shells on the beach and changed them into a man and a woman. These two people were the ancestors of all the Haida people.



Make your own totem pole, using boxes, *papier-mâché*, and paint. Write the story it tells. Your totem pole might tell

a story about your community many years ago,  
a story about your family,  
something exciting that happened to you.



# By the Sea

The *S.S. Beaver* was the first steamship on the North Pacific Coast of North America. It was built for the Hudson's Bay Company in 1835, to bring supplies to the early settlers of the Vancouver area. In 1888 it ran into rocks at Prospect Point at the entrance to Vancouver Harbour and never sailed again.

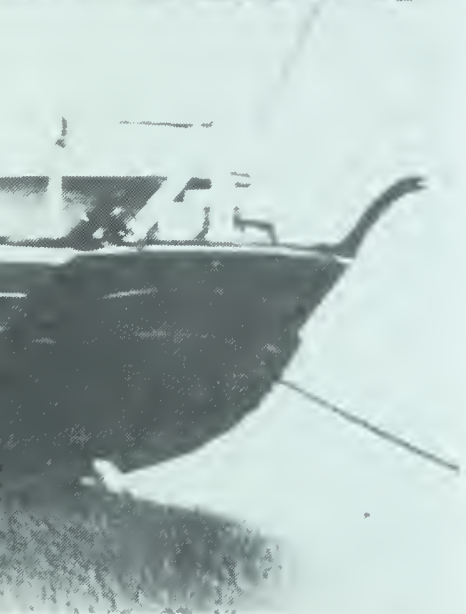






This is a ship that was built to look like the *S.S. Beaver*.

Today modern ships from all over the world pass this ship as they enter Vancouver Harbour.





Here are two ships that came to Vancouver this year.  
They brought goods that were unloaded on the dock.  
Look at the other photographs to find out what they  
took with them to other countries of the world.



The *Westphalia* and the *Kristin Bakke*  
were in Vancouver Harbour waiting to be  
loaded with cargo.



Large containers were  
unloaded from the *Westphalia*.



Fish heads were loaded on to  
the *Kristin Bakke* to be taken  
to Fremantle, Australia. The  
fish heads will be used for  
fertilizer.





Large rolls of paper were also loaded on to the *Kristin Bakke*. They were taken to Hong Kong.

Each day in the Vancouver newspaper there is a chart that tells about the ships that come to and leave the harbour. This chart is called a ship calendar. Look at this ship calendar that was in the Vancouver Sun. What does it tell you about the ships in the harbour?

# SHIP CALENDAR

## VANCOUVER HARBOR

**ARRIVALS:** Ed Papalios, Falcon, Shozui Maru, World Nobility.

**SAILINGS:** Belshu Maru, Carl Trautwein, Integrity, Sir Geriant.

**Asla Morality** (Li) Dodwell & Company, English Bay 14, Japan, barley.

**Bounteous** (Li) C. Gardner Johnson, UGG-East, Japan, wheat.

**Cunard Caronada** (Br) Mann Shpg., English Bay 5, Japan, oil seeds.

**Demitris A. Lemos** (Gr) Empire Shpg., English Bay 16, Japan, coal.

**Drake Sea** (So) North Pacific, English Bay 4, China, wheat.

**Eastern Ace** (Li) C. Gardner Johnson, English Bay 2, Japan, grain.

**Ed Papalios** (Cy) Mann Shpg., Neptune Terminals 2, Cuba, potash.

**Falcon** (No) Balfour Guthrie, Centennial Pier 1 & 2, continent, general.

**Fidias** (Gr) Empire Shpg., Roberts Bank, Japan, coal.

**Frinton** (Gr) North Pacific, Terminal Docks 2, China, potash.

**Hakuko Maru** (Ja) Dodwell & Company, LaPointe Pier 4, Japan, wheat.

**Hwa Song** (Ko) Vanport Shpg., English Bay 7, Japan, wheat.

**Kiyoshi Maru** (Ja) Empire Shpg., Burrard Terminals, Japan, oil seeds.

**Loro Sea** (So) North Pacific, English Bay 11, China, wheat.

**Ljuta** (So) Empire Shpg., UGG-West, Japan, oil seeds.

**Minoan Chief** (Li) Maritime Agencies, English Bay 9, Pakistan, grain.

**Moksong** (Ko) Vanport Shpg., Alberta Wheat Pool 1, Japan, wheat.

**Newhaven** (Li) Kingsley Navigation, Harbor Anchorage-L, Japan, oil seeds.

**N.G. Livanos** (Li) Empire Shpg., English Bay 1, Indonesia, wheat.

**Pluvius** (Ge) Empire Shpg., Burrard Dry Docks.

**Reynolds** (Br) North Pacific, Alberta Wheat Pool 2, China, wheat.

**Roudagen** (No) Westward Shpg., Burrard Dry Docks, California, newsprint and lumber.

**Sae Jong** (Ko) Greer Shpg., Port Moody 1, Korea, general and sulphur.

**Salton Sea** (So) North Pacific, English Bay 10, China, wheat.

**Santo Maru** (Ja) Vanport Shpg., Terminal Docks 1, frozen fish.

**Shinrei Maru** (Ja) Empire Shpg., English Bay 15, Japan, coal.

**Shinso Maru** (Ja) Kingsley Navigation, Harbor Anchorage-B, Japan, coal.

**Shohuko Maru** (Ja) Kingsley Navigation, English Bay 13, Japan, coal.

**Shozui Maru** (Ja) Kingsley Navigation, English Bay 6, Japan, coal.

**Spoledo** (Ru) Kerr Steamship, WWT-North, high seas, provisions.

**Stalo II** (Cy) North Pacific, English Bay 8, China, wheat.

**Sun Duek** (Ko) Greer Shpg., Port Moody 2, Korea, general cargo.

**Sulu Sea** (So) North Pacific, English Bay 12, China, wheat.

**Thorsisle** (No) Empire Shpg., Burrard Dry Docks, South Seas, general.

**Toyota Maru II** (Ja) Kerr Steamship, Saskatchewan Wheat Pool 2, Japan, Wheat.

**Union Wisdom** (Li) Vanport Shpg., LaPointe Pier 2, Japan, barley.

**Vestland** (No) Greer Shpg., Lynn Terminals A, Wales, lumber.

**Vladimir Korolenko** (Ru) Pacific International, Centennial Pier 4, Japan, general.

**World Nobility** (Li) Kingsley Navigation, Harbor Anchorage-K, Japan, coal.

Total Vancouver Harbor: 39.

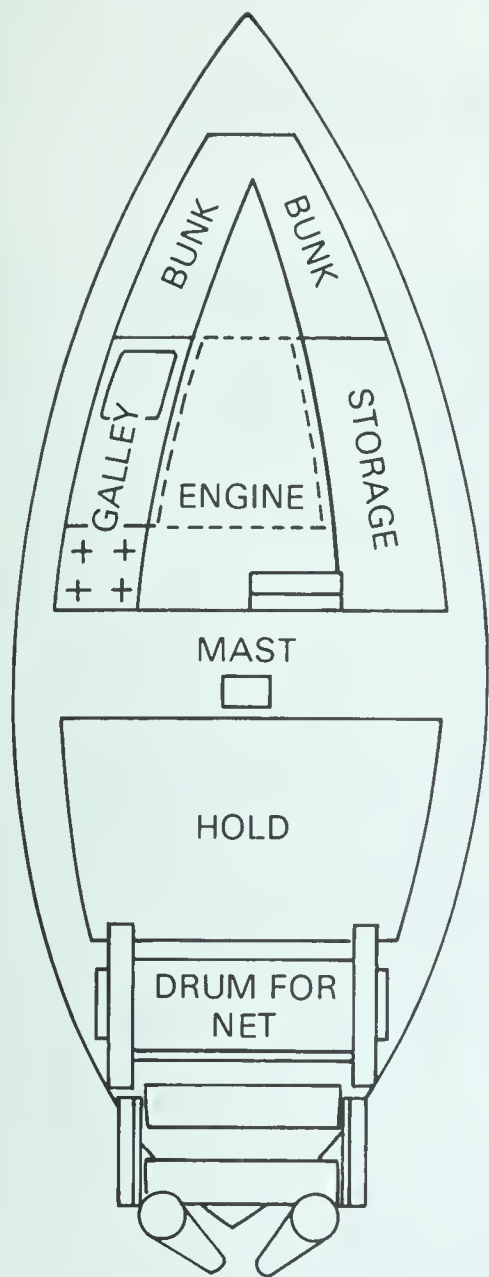


In Vancouver Harbour you will also see boats like the ones in this photograph. What are these boats used for?



1. Have you ever eaten salmon from Vancouver or other places in British Columbia? What other places in the world sell salmon? Check the labels on the cans at the store.
2. Have you ever gone fishing? What kind of fish did you catch? How big were they? Many fishermen tell “fish stories” about the big fish they almost caught. Write your own fish story. Maybe you would like to pretend you are the fish in your story. Act out your story as a play with puppets.





The man in the above photograph is fishing for salmon near Vancouver. Look carefully at the diagram of the inside of his boat. What does it tell you about his life during the fishing season?

The most important part of his equipment is a large gill net. In this photograph the green nylon net is wound on a large drum at the back of the boat. When he is ready to use it, he stretches it across the Fraser River. The salmon that are swimming up the river to spawn are caught in the net by their gills.

The fish are kept in the hold of the boat until the packer comes to collect them. The packer takes them to the cannery near Vancouver. From there the canned salmon are shipped all over the world.



# Mountain Peaks and Canyons

Many people visit Vancouver today because of the beauty of the mountains that surround the city. But before railways and roads were built, only a few people saw the mountains' beauty. It was very difficult to cross the mountains on foot. By 1808 only two explorers had been able to get from the Prairies to the Pacific Coast. Their names were Alexander Mackenzie and Simon Fraser. Simon Fraser and his men sometimes had to travel along canyon walls. They made platforms of branches and vines.

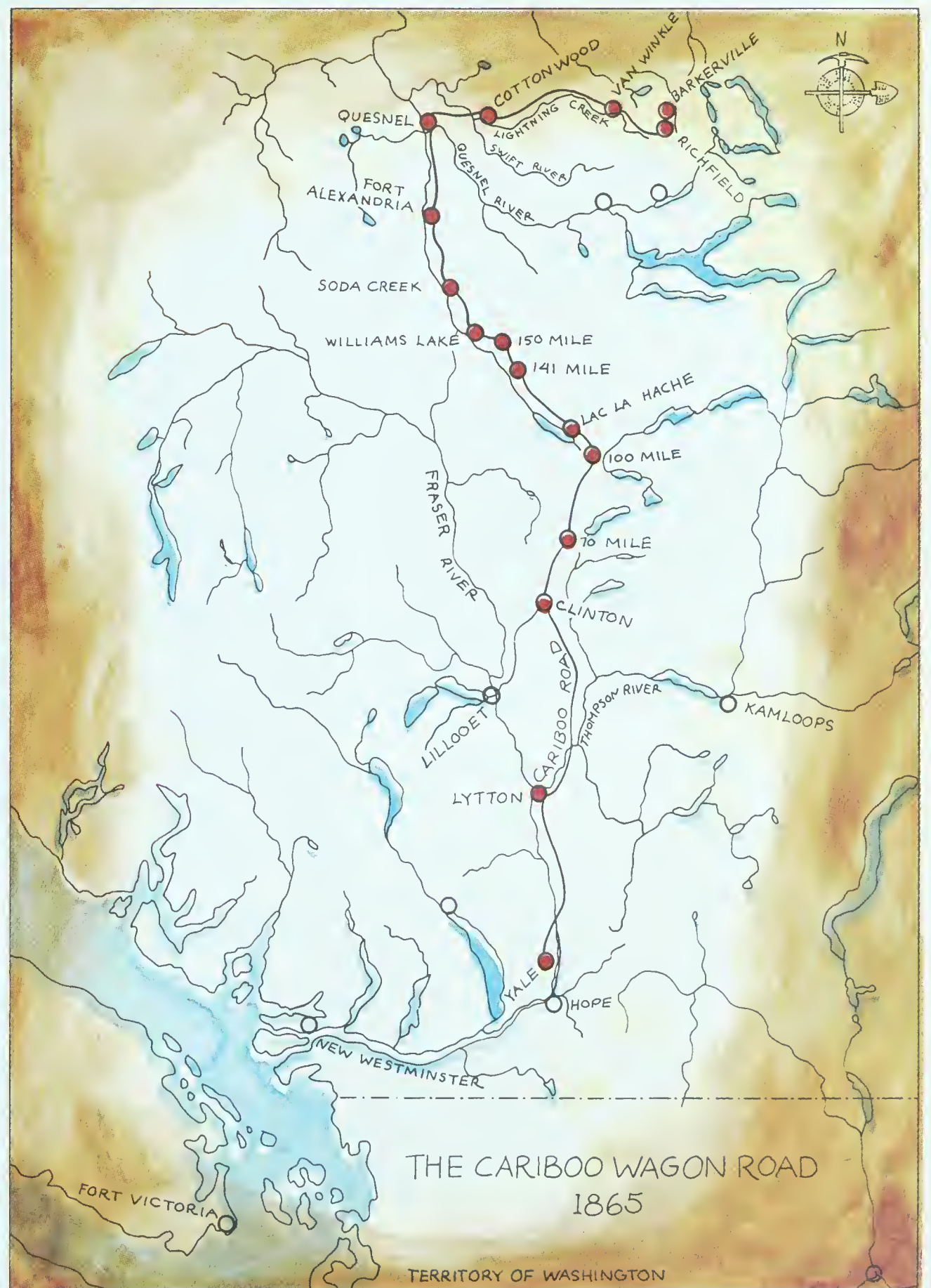
By 1860, a few fur traders lived in the mountains. They built trading posts beside rivers and lakes, and traded with the Indians. Then, in 1861, gold was discovered in the Cariboo Mountains, a very long way from the mouth of the Fraser River. This was the beginning of one of the world's greatest gold rushes.

Boats could travel up the Fraser about 150 kilometres. But from there, the goldseekers had a long, hard trip to reach the goldfields. The trails through the mountains were very dangerous. In some places the trees and bushes were so thick that people had to travel along the steep canyon walls. They cut paths into the sides of the canyons. Sometimes the paths were only a metre wide. So that people could reach the goldfields safely, a good road had to be built through the mountains.





The Cariboo Wagon Road took four years to build. It started at Yale and ended at a town called Barkerville. Everything in Barkerville and the towns along the way had to be brought by boat and then by horse and wagon or on the backs of people or animals. It was a long journey to travel all the way from the Pacific Coast to the goldfields.





Look carefully at these photographs. They were taken between 1862 and 1865. Why do you think the Cariboo Wagon Road is sometimes called the Eighth Wonder of the World?



This part of the Cariboo Road was blasted from the side of the mountain. Wooden bridges had to be built in some places.



A group of miners washing gold from the gravel on the Ne'er Do Well Claim. This was called panning for gold.



This part of the Cariboo Road was called The Great Bluff. Wagons took supplies to the men searching for gold.



This is a photograph of the Alexandra suspension bridge, one of the most famous parts of the Cariboo Wagon Road. The bridge was 90 metres long.

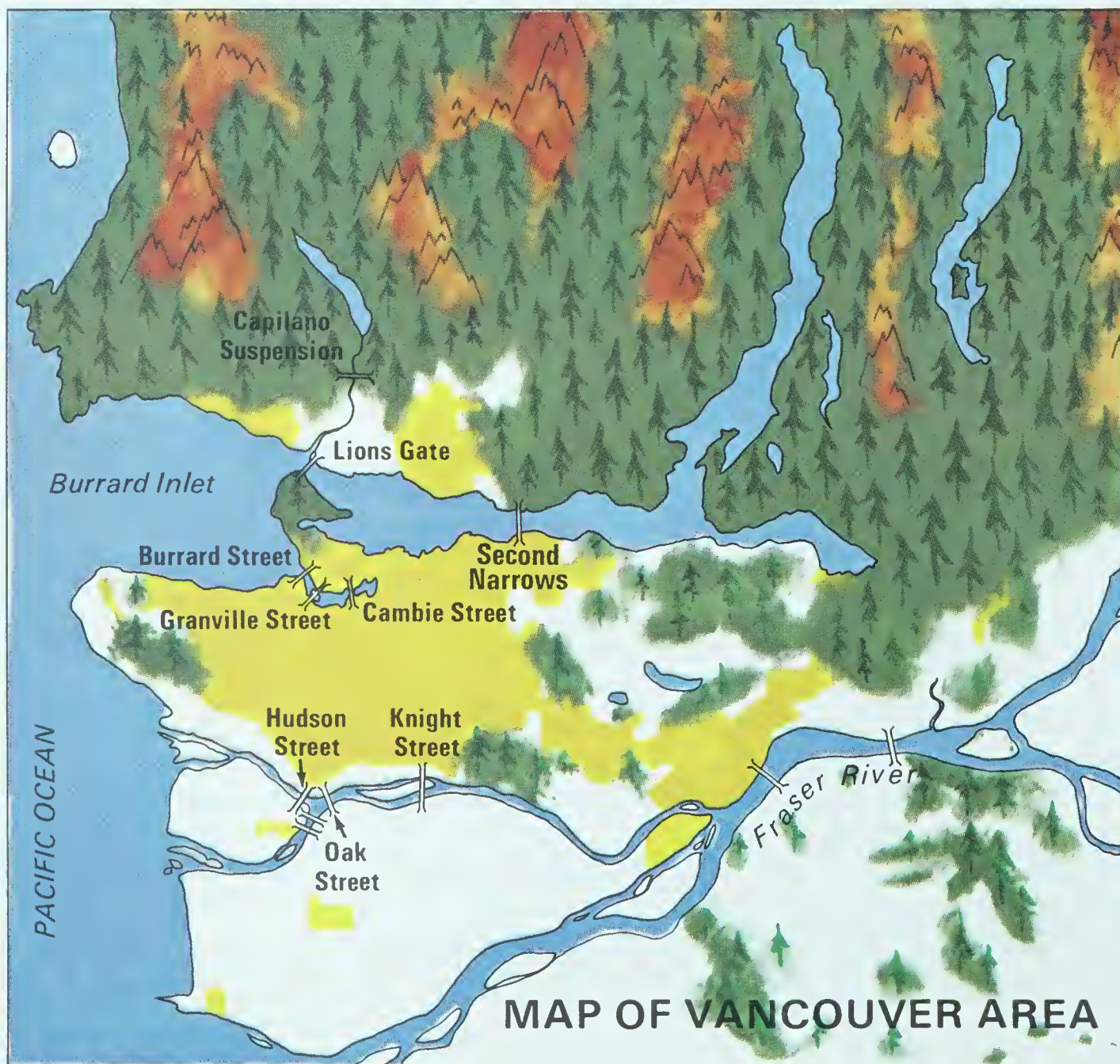
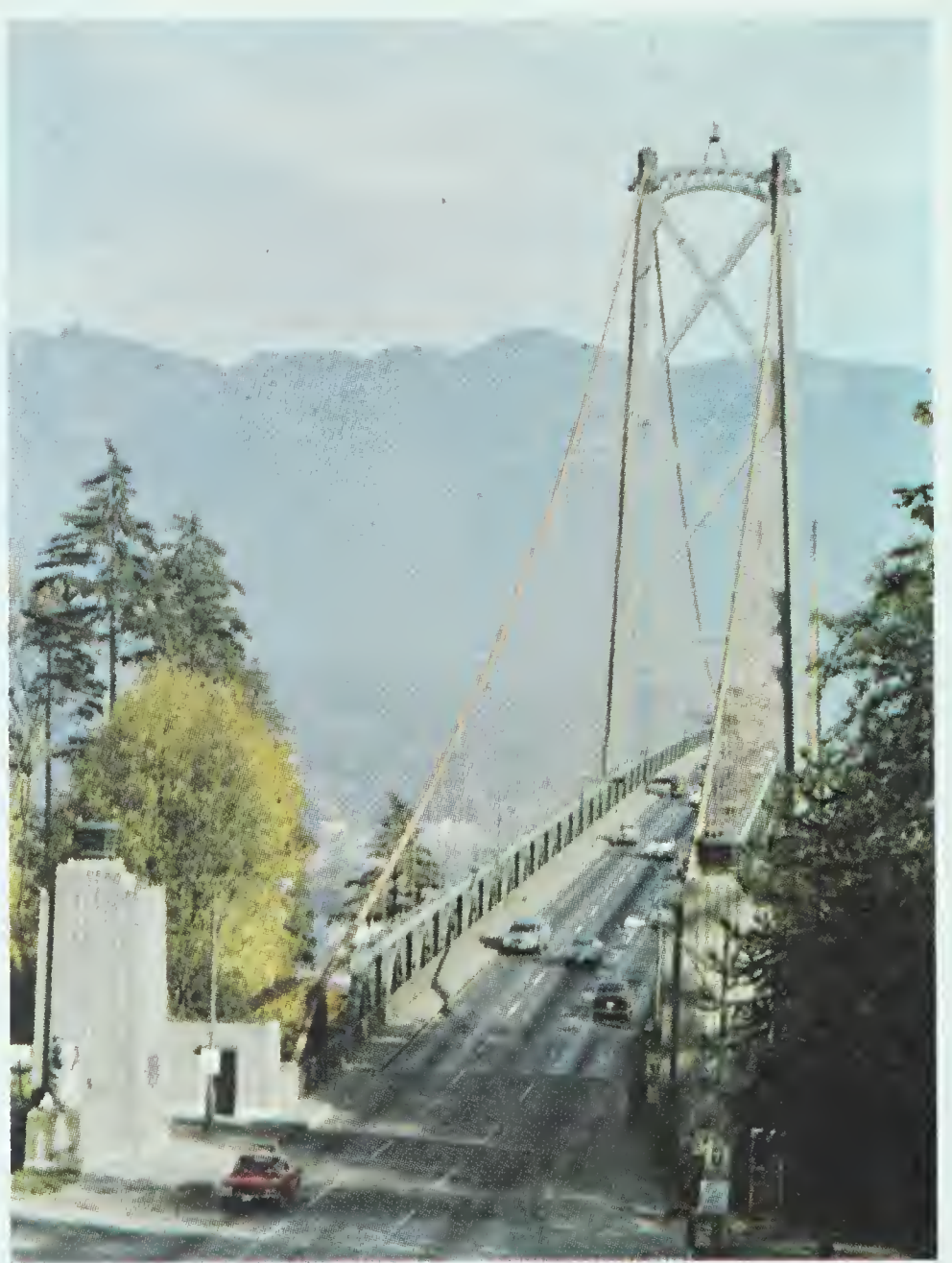
Pretend you are a gold miner travelling along the Cariboo Wagon Road to the goldfields. Use only your face and your body to tell your story. Do not use your voice. This is called a pantomime.

Use your imagination to make other pantomimes about searching for gold. Show them to the class. See if they can guess what you are doing.



Mountains and canyons make it difficult to build roads and railroads. Routes must sometimes be blasted out of the sides of mountains. Bridges must be built across some canyons. Tunnels must be made through some mountains.

Several bridges have been built in the city of Vancouver. Here is the Lions Gate Bridge. Find other bridges on the map below. Name the bridges you find.



-  Greater Vancouver
-  High mountains
-  Low mountains and forest
-  Water
-  Bridge



Indians lived in the Capilano Canyon hundreds of years before the coming of the fur traders. The wild animals and the salmon were their food. Meetings were held here with other Indian groups. About 80 years ago, George Grant McKay, August Jack Katahsilano, and Willie Katahsilano built the first bridge across the canyon. It was made of rope and wood, and it was called the Capilano Suspension Bridge. A team of horses dragged the heavy rope across the canyon and up the other side. Many sightseers came to see this bridge and some walked across it. The bridge swayed as they walked.

In 1905 a new bridge was built. It was made of heavy wire and the ends of the wire were fastened in large blocks of concrete. This bridge, like the first one, is used only by sightseers.



These two photographs show the Capilano Suspension Bridge today.



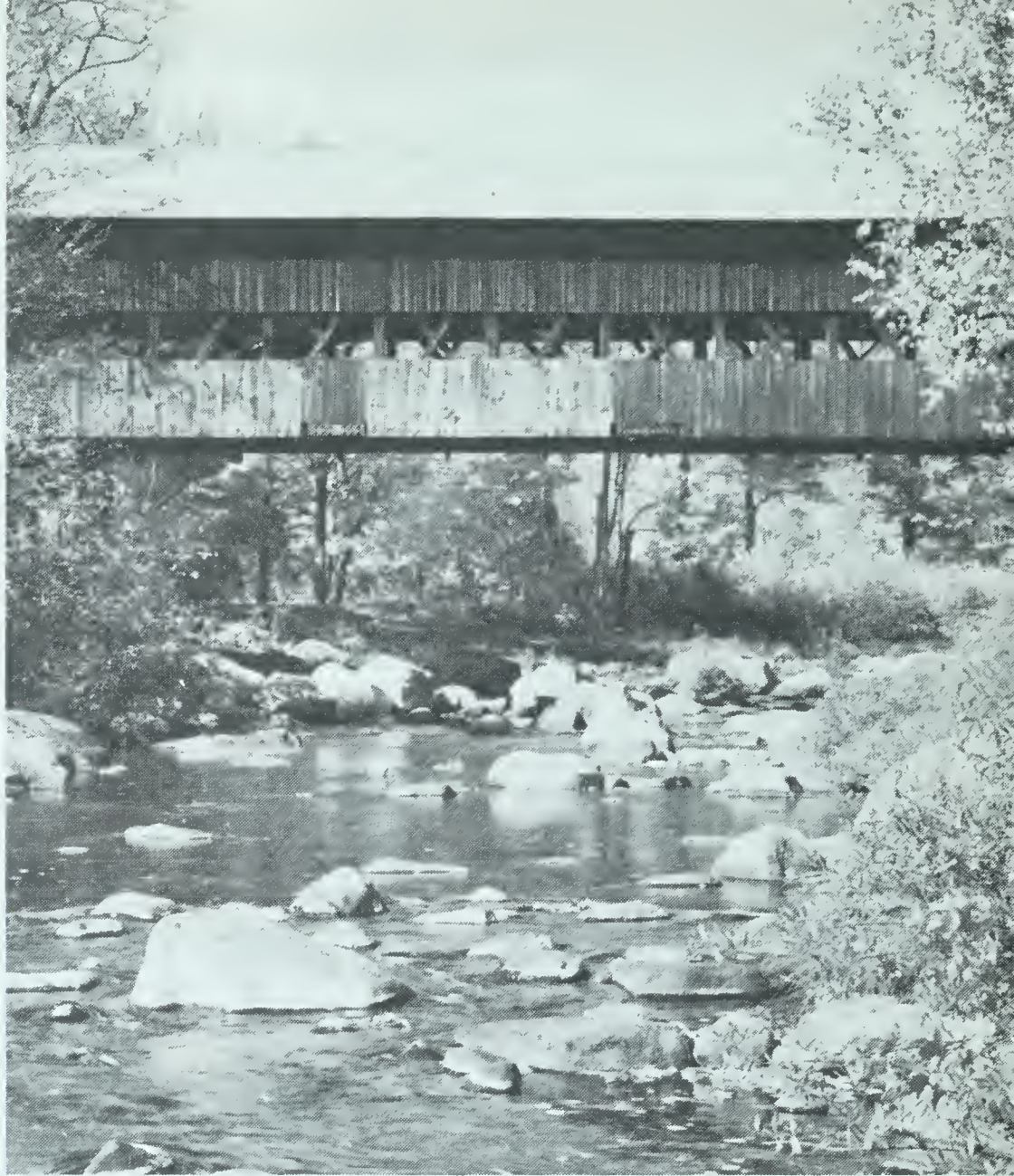
1. Find a bridge in each of the pictures. Tell what the bridge is used for.

2. Are there any bridges where you live? What are they used for?

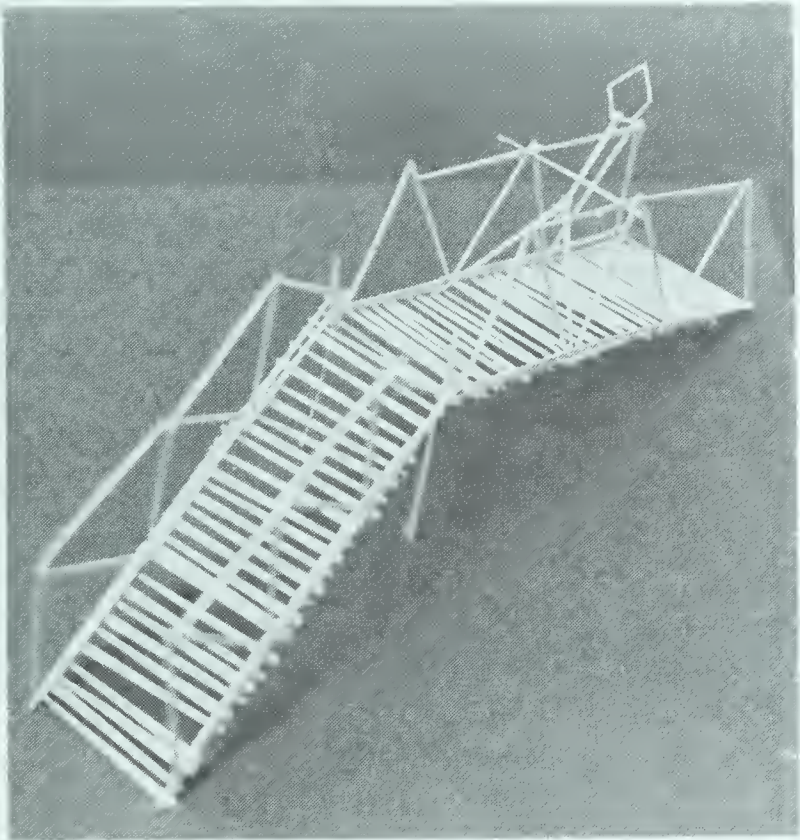
3. Play a bridge relay.

Divide your class into five teams. Choose a team leader. Line up in teams behind each leader. Each person make a bridge with your body. Start the relay. Have each team leader go under all the bridges of his team. Then the person behind him. And so on. As soon as your team leader is at the front of your team again, sit down. Which team sat down first? You won the bridge relay.

4. Build your own bridge.











### The Grouse Mountain Skyride

Here is another way to travel in the mountains. You might use it to get to the ski areas in winter. Or you might take the ride to have a view of Vancouver. From here you can also see the trees, the sea, and the mountains that surround the city.

## “Name the City” Contest

1. Read each word or phrase in this list. Tell if it is about trees, the sea, or mountains. Some are about all three of these.

Kicking Horse Pass

Stanley Park

*S.S. Beaver*

natural wonders

Prospect Point

Eighth Wonder of the World



steep canyon walls	sailboats
large gill net	totem poles
saw mill	Skyride
Captain Vancouver	Cariboo Wagon Road
Fraser River	ship calendar
snow	city
gold rush	Red Cedar
bridges	beauty
cannery	harbour

Make a chart. Print these headings at the top:

TREES            SEA            MOUNTAINS

Under the headings print the words in the list. Add other words that tell about Vancouver or the area around it.

2. Give Vancouver a new name. Have a contest. Each person think of a name that includes trees, sea, or mountains in its meaning. Write the name on a piece of paper. Put it in a box for the "Name the City" Contest. Take a vote to find out the most popular name for Vancouver.
3. Think of the important things in your community. Have a contest to give your community a new name. Put your ideas in a box. Take a vote to find out the most popular new name for your community. Do you like it as well as its old name? Why?



# DATE DUE SLIP

DATE DUE JUN 17 '78	
RETURNED JUL 14 '78	
DATE DUE NOV 22 '78	
NOV 15 RETURN	
EDUC SE 10 '79	
AUG 31 RETURN	
DATE DUE NOV 30 '80	
JAN 13 RETURN	
EDUC SE 29 '81	
RETURN SEP 28 '81	
DATE DUE MAR 23 '82	
DATE DUE SEP 1 '82	
RETURN SEP 19 '80	



FC 57 N27 1975  
NATHANSON DONNA HOPPER 1940-  
CANADA CLOSE-UP

39320722 CURR



\*000005261037\*

RECOMMENDED FOR USE  
IN ALBERTA SCHOOLS

FC 57 N27 1975  
Nathanson, Donna Hopper, 1940-  
Canada close-up :

0225648A CURR

FOR LIBRARY USE ONLY



**S**ocial and  
**e**environmental  
**S**tudies

McGraw-Hill  
Ryerson

77594-X